Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
Stone Age to Iron Age	**Capital Cities**	**Egypt - The Nile**	**Ancient Egypt**	**Energy and Sustainability**	**Healthy Me!**

Aut 1	Maths	English	Science	Humanities	Art/DT	Music	PE	RE	Computing	PSHE	MFL
Stone Age to Iron Age	White Rose	**Writing Stimulus** UG by Raymond Briggs **Written Outcomes** • Instructions • Persuasive Speech • Non-Chronological Report **Reading Text** • The Fox and the Ghost King by Michael Morpurgo **Poetry** Colossal Words	**Rocks** • compare and group together different kinds of rocks on the basis of their appearance and simple physical properties • describe in simple terms how fossils are formed when things that have lived are trapped within rock • recognise that soils are made from rocks and organic matter.	**History - Britain from the Stone Age to the Iron Age** •Is it true to say that Stone Age man was just a simple hunter gatherer only interested in food and shelter? •How much did life change when man learned how to farm? •What can we learn about life in the Stone Age from a study of Skara Brae? •Why did they build Stonehenge? •How should we remember the Bronze Age? •What was life like in the Iron Age and how do we know? •What can we find out from the Iron Age Hill Fort at Maiden Castle?	**DT Project on a Page: Textiles - 2-D shape to 3-D product** • Know how to strengthen, stiffen and reinforce existing fabrics. • Understand how to securely join two pieces of fabric together. • Understand the need for patterns and seam allowances. • Know and use technical vocabulary relevant to the project.	**Violins** **Posture and violin hold** Whole class ensemble tuition Taught by a specialist music teacher, incorporating skills from across the national curriculum as well as instrument-specific skills.	**Real PE 1** We will develop and apply our footwork and one leg balance through focused skill development sessions, healthy competition, cooperative games and Personal Best challenges. **Real Gym Unit 1** We will learn, develop and apply travel and rotation on the floor, with hand apparatus and partner work through focused skill development, sequence creation and games.	**Does taking bread and wine show that someone is a Christian?** We will explore the ritual of communion and other ways of belonging to the church.	**Computing systems and networks – Connecting computers** We will develop our understanding of digital devices, with an initial focus on inputs, processes, and outputs. We will also compare digital and non-digital devices. Next, we will be introduced to computer networks, including devices that make up a network's infrastructure, such as wireless access points and switches. Finally, we will discover the benefits of connecting devices in a network.	First week task – application to School, Green or Well-being council Zones of Regulation (Lessons 1, 2 and 3) Re-cycling week	**La Jolie Ronde** **Greetings, asking and saying how you are** *Salut! Bonjour, au revoir, comment ça va? très bien, bien, comme ci comme ça, mal* **Ask for and give name** *Comment t'appelles-tu? Je m'appelle, Monsieur, Madame, Mademoiselle* **Classroom instructions** *Ecoutez, regardez, asseyez-vous, levez-vous, répétez, venez ici,* *silence*

Aut 2	Maths	English	Science	Humanities	Art/DT	Music	PE	RE	Computing	PSHE	MFL
Year 3 – Capital Cities	White Rose	**Writing Stimulus** Ice Palace by Robert Swindells **Written Outcomes** • Diary Writing • Non-Fiction • Recount **Reading Texts** • The Witch's Tears by Jenny Nimmo	**Forces and Magnets** • compare how things move on different surfaces • notice that some forces need contact between two objects, but magnetic forces can act at a distance • observe how magnets attract or repel each other and attract some materials and not others • compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials • describe magnets as having two poles • predict whether two magnets will attract or repel each other, depending on which poles are facing.	**Geography Investigating Capital Cities** We will begin to understand the hierarchy of settlement, the physical features that underpin the development of major cities, and the role and needs of capital cities. We will explore London's population, historic location, weather and climate, and the role that attractions, transport, parks and the River Thames play in its popularity as a world-class tourist destination.	**Art focus: Drawing/ Painting (landscapes)** Artists/Artwork: The Impressionists inc. Claude Monet, Pierre-Auguste Renoir, Edgar Degas, Camille Pissarro, and Berthe Morisot	**Violins** **Structure, bow hold and playing rhythms** Whole class ensemble tuition Taught by a specialist music teacher, incorporating skills from across the national curriculum as well as instrument-specific skills. **Christmas performance**	**Real PE 2** We will develop and apply our jumping and landing and seated balance focused skill development sessions, healthy competition, cooperative games and Personal Best challenges. **Hockey (unihoc-use puck)** Children improve decision making in game situations, allowing children to make passes and move into good positions to make it difficult for opponents.	**Is light a good symbol for celebration?** We will understand the significance of light as a symbol of belief.	**Creating media - Stop-frame animation** We will use a range of techniques to create a stop-frame animation using tablets. Next, we will apply those skills to create a story-based animation. Finally. we will be adding other types of media to our animation, such as music and text.	Families and close positive relationships Family Links Zones of Regulation (Lessons 4,5,6) Also selecting from 10,11 – 13)	**La Jolie Ronde** **Numbers 0-10** *Zéro, un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix* *Oui, non* **Nativity play** – characters in the nativity play and simple dialogue Letter to Father Christmas

Spr 1	Maths	English	Science	Humanities	Art/DT	Music	PE	RE	Computing	PSHE	MFL
Ancient Egypt	White Rose	**Writing Stimulus** **Olga de Polga**	**Light** • recognise that they need light in order to see things and that dark is the absence of light • notice that light is reflected from surfaces • recognise that light from the sun can be dangerous and that there are ways to protect their eyes • recognise that shadows are formed when the light from a light source is blocked by an opaque object • find patterns in the way that the size of shadows change.	**Egypt – The Nile**	**DT Project on a Page: Mechanical** • Understand and use lever and linkage mechanisms. • Distinguish between fixed and loose pivots. • Know and use technical vocabulary relevant to the project.	**Violins** **Adding rests to music, more complex pieces** Whole class ensemble tuition Taught by a specialist music teacher, incorporating skills from across the national curriculum as well as instrument-specific skills.	**Real PE 3** We will develop and apply our dynamic balance on a line and ball skills through focused skill development sessions, healthy competition, cooperative games and Personal Best challenges. **Real Dance** We will learn and develop shapes and circles and create sequences of movement with these through partnering and artistry.	**Is a Hindu child free to choose how to live?** We will explore the impact Hindu beliefs have on the life of a child, especially the 5 daily duties; Hindu family life and worship in the home; and explore the consequences of actions and choices.	**Programming A - Sequencing sounds** We will explore the concept of sequencing in programming through Scratch. First, we will be introduced to the programming environment. Next, we will be introduced to a selection of motion, sound, and event blocks which we will use to create our own programs, featuring sequences.	Health and wellbeing Foundations for Well-being Curriculum (PSHE Association) Family links	**La Jolie Ronde** **Revision of numbers 0-10** **Ask for and state age** Quel âge as-tu? J'ai… ans. **Colours** Rouge, bleu, blanc, noir, vert, jaune, orange, rose, gris, violet, marron Verb – est (is) Connective – et (and) **Names of fruit** Les oranges, les poires, les prunes, les fraises, les pommes, les tomates, les bananes

Spr 2	Maths	English	Science	Humanities	Art/DT	Music	PE	RE	Computing	PSHE	MFL

Ancient Egypt	White Rose	**Writing Stimulus** Marcy and the Riddle of the Sphinx **Written Outcomes** Information Writing Writing in Role Note-Taking Persuasive Writing Explanatory Writing Poetry: Riddles Referential Writing Writing for Museum Exhibition **Poetry** Hot like Fire by Valerie Bloom	**Plants** • identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers • explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant • investigate the way in which water is transported within plants • explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.	**Ancient Egypt** • So you think you know about Ancient Egypt? • How can we discover what Ancient Egypt was like over 5,000 years ago? • What happened at the opening of Tutankhamun's tomb? • So who did build the pyramids? Did the Prince of Egypt film get it right? • What can an old clay model and a pair of old sandals tell us about life in Ancient Egypt 5,000 years ago? • What did the Ancient Egyptians believe about the afterlife? • What did Ancient Egypt have in common with other civilizations at the time?	**Art focus: Sculpture (clay)** Artists/Artwork: 1. Ancient Egyptian ceramics	**Violins** **Improved sound quality, dynamics** Whole class ensemble tuition Taught by a specialist music teacher, incorporating skills from across the national curriculum as well as instrument-specific skills.	**Real PE 4** We will develop and apply our sending and receiving and counter balance with a partner through focused skill development sessions, healthy competition, cooperative games and Personal Best challenges. **Tag Rugby** Children use running, jumping, throwing and catching in game situations, and continue to develop balance, strength, agility and control. Children participate in competitive games, using basic principles suitable for attacking and defending.	**Does Easter make sense without Passover?** We will explore the connections between Passover and Easter, particularly the Last Supper.	**Data and information – Branching databases** We will develop our understanding of what a branching database is and how to create one. We will use yes/no questions to gain an understanding of what attributes are and how to use them to sort groups of objects. We will create physical and on-screen branching databases.	**Safer Together** • Confident me – confident kids make safer decisions • Feelings • Feeling Safe – I have the right to feel safe all of the time • Feeling Unsafe – Our early warning signs	La Jolie Ronde **Food items** Les chips, le coca, les sucettes, le chocolat, les bonbons **Easter** Making a pancake Easter celebrations Making an Easter card

Sum 1	Maths	English	Science	Humanities	Art/DT	Music	PE	RE	Computing	PSHE	MFL
Energy and Sustainability	White Rose	**Writing Stimulus** Town is by the Sea and The Comet **Written Outcomes** ▪ Free writing ▪ Free verse poetry ▪ Writing in Role ▪ Annotating ▪ Shrine boxes and autobiographical writing ▪ Odes **Poetry** Hot like Fire by Valerie Bloom	**Big Science** • asking relevant questions and using different types of scientific enquiries to answer them • setting up simple practical enquiries, comparative and fair tests • making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers • gathering, recording, classifying and presenting data in a variety of ways to help in answering questions • recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables • reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions • using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions • identifying differences, similarities or changes related to simple scientific ideas and processes • using straightforward scientific evidence to answer questions or to support their findings.	**Energy and Sustainability** We will learn about non-renewable energy sources; where in the world oil, gas and coal can be found. We will learn about nuclear energy and why this not a sustainable energy source. We will learn about renewable energy sources and investigate the impact of land use in the local area. Throughout this unit we will consider ways to reduce our energy consumption, or switch to sustainable energy sources.	**Art Focus: Printing (potatoes)** Artists/Artwork: 1. Julia Burns (contemporary)	**Violins** **More complex pieces and actions, improved posture** Whole class ensemble tuition Taught by a specialist music teacher, incorporating skills from across the national curriculum as well as instrument-specific skills.	**Real PE 5** We will develop and apply their reaction and response and floor work balance through focused skill development sessions, healthy competition, cooperative games and Personal Best challenges. **Tennis** Children develop racket and ball control, improving control when moving around, and increasing the accuracy and control when performing shots such as forehand and backhand.	**Does Jesus have authority for everyone?** We will explore the life and teachings of Jesus from the perspective of his authority; and examine the authority that Jesus has for Christians today	**Creating media – Desktop publishing** We will become familiar with the terms 'text' and 'images' and understand that they can be used to communicate messages. We will use desktop publishing software and consider careful choices of font size, colour and type to edit and improve premade documents.	**Safer Together** • Me and my body – safe and unsafe touch and secrets • Safety continuum • Who should I tell? • What have we learnt? Health and wellbeing PANTS 7-9	La Jolie Ronde **Days of the week** lundi, mardi, mercredi, jeudi, vendredi, samedi, Dimanche **Months of the year** janvier, février, mars, avril, mai, juin, juillet, août, septembre, octobre, novembre, décembre

Sum 2	Maths	English	Science	Humanities	Art/DT	Music	PE	RE	Computing	PSHE	MFL
Healthy Me	White Rose	**Writing Stimulus** The Wild Robot **Writing Outcomes** ▪ A variety of information texts including digital ▪ The robot's backstory ▪ Robot's Log entries - descriptive observations ▪ Advisory emails ▪ Poetry ▪ Survival manual ▪ Writing in role – log entry, letters and notes • Story sequel	**Animals, including humans** • identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat • identify that humans and some other animals have skeletons and muscles for support, protection and movement.		**DT Project on a Page: Food - Healthy and varied diet** • Know how to use appropriate equipment and utensils to prepare and combine food. • Know about a range of fresh and processed ingredients appropriate for their product, and whether they are grown, reared or caught. • Know and use relevant technical and sensory vocabulary appropriately.	**Violins** **Satisfaction of performing a concert to an audience** Whole class ensemble tuition Taught by a specialist music teacher, incorporating skills from across the national curriculum as well as instrument-specific skills.	**Real PE 6** We will develop and apply our ball chasing and stance through focused skill development sessions, healthy competition, cooperative games and Personal Best challenges. **Athletics (sports day)** Children learn to apply a broad range of athletic skills in different ways. These skills, practiced in isolation and combination, include running, jumping, and throwing with control and consistency. Children develop a greater athletic knowledge, allowing them to make decisions such as the appropriate running speeds needed to meet the needs of the task.	**Can made-up stories tell the truth?** We will look at Jesus's parables, that taught morals/truths through story. WE will compare them to stories in different religions, including the two gardens in Islam and the blind men and the elephant in Hinduism.	**Programming B - Events and actions in programs** In this unit, we will explore the links between events and actions, whilst consolidating prior learning relating to sequencing. We will begin by moving a sprite in four directions (up, down, left and right). We will then explore movement within the context of a maze, using design to choose an appropriately sized sprite.	Health and wellbeing Healthy Diet x3 lesson Keeping Safe at Home x1 lesson Contributing to our community X3 lessons	**La Jolie Ronde** Revision of all Year 3 Grammar and Vocab